

Montana Honor, Respect & Responsibility (HR2) Character Education School Reform Project

**Competitive Sub-Grants for Elementary Schools
School Years 2005-06 - 2008-09**



*Our children cannot succeed as Students, Professionals, Parents or Community Leaders
until they first succeed as Human Beings.*



Linda McCulloch, Superintendent
Montana Office of Public Instruction
PO Box 202501
Helena, Montana 59620-2501
www.opi.mt.gov

Table of Contents

Pre-Application Resources

Application Proposal Technical Assistance Workshop Registration Form	2
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General Application Information

Tentative Timeline	3
General Application Information	4
Goals and Purposes of ESEA Partnerships in Character Education	5
Eligible Applicant Districts	6
Project Requirements	6
Bonus Points	7
Partnerships	7
Funding	7
Approved Use of Funds.....	8
Minimum Grant Score.....	8
Award Criteria	9
Relevant Research.....	9
Professional Development.....	9
Application Format	9
Application Elements	10
Cover Page/Signature Page	10
Abstract	10
Absolute Priority.....	10
Narrative.....	10
Goals and Objectives.....	11
Evaluation Plan	11
Budget.....	11

Application Packet Resources

Application Cover page.....	13
Recommended Resources.....	14
Prospective Grant Reader Instructions.....	16
Prospective Grant Reader Nomination Form	17
Reader Proposal Evaluation Rubric	18
Proposal Score Compilation Worksheet for OPI Use.....	20
HR2 State Grant Goals and Objectives Summary	21

Partnerships in Character Education-State Grants

Honor, Respect & Responsibility (HR2)

Competitive Sub-Grants in Elementary Schools School Years 2005-06 - 2008-09

*Our children cannot succeed as Students, Professionals, Parents or Community Leaders until
they first succeed as Human Beings.*

**Funded by:
U.S. Department of Education
Fund for Improvement of Education
PL 107-110 Elementary and Secondary Education Act
as Amended by the
No Child Left Behind (NCLB) Act of 2001
ESEA Title V, Part D, Subpart 3**

Partnerships in Character Education
Honor, Respect & Responsibility (HR2)

Competitive Sub-Grants 2005-09

Technical Assistance Registration Form

Copy and Complete this form; **fax** or **e-mail** to the address shown below by July 28, 2005.

Purpose:

To assist schools in preparing their application packet for participation in the Montana Honor, Respect, & Responsibility Character Education Partnership

Sessions:

Check the session you plan to attend:

- | | | | | |
|--------------------------|----------------|-----------|------------------------------------|---|
| <input type="checkbox"/> | August 1, 2005 | 1:00 p.m. | Billings, MT | Sheraton Hotel: Sundance Room
Rooms have been blocked at state rates
for anyone having to travel; make your
reservations BEFORE July 28 th under the
OPI Character Education room block to
obtain these state rates |
| <input type="checkbox"/> | August 3, 2005 | 1:00 p.m. | Fort Belknap College
Harlem, MT | The Boy Classroom, White Clay Hall |

Name _____ **Fax #** _____

Applicant School _____ **email** _____

Bring a copy of the application packet with you.

Fax completed registration form to: _____ or _____ E-mail completed registration form to:

Attention: Peggy Azure
(406) 444-1373

Peggy Azure at
pazure@mt.gov

Deadline:
July 28, 2005

TENTATIVE TIMELINE – Year One	
July 15, 2005	Application posted on the Office of Public Instruction (OPI) Web site and announcements sent to all LEAs, MACIE, MEA & MIEA
July 28, 2005	Registration for application technical assistance meetings due to OPI
By August 5, 2005	SEA will host two technical assistance meetings for interested applicants
September 15, 2005	Applications due: Applications must be postmarked by this date or hand Delivered to the OPI by 5:00 p.m. on September 15, 2005
September 21-22, 2005	Application Review Process *Nomination form to be an Application Reader is enclosed
September 26, 2005	Grant Awards Announced
October 13, 2005	Mandatory Project Grantee Meeting and Contract Completion
October 15, 2005	First year project funds become available to awardees
By December 31, 2005	All LEA HR2 coordinators will be hired
January 13, 2006	LEA community partnership councils are formed
January 18-19, 2006	Grantee orientation workshop
TBA	Professional Development and Technical Assistance Activities
June 2006	MBI
June 30, 2006	Annual Report, internal evaluation and Baseline Data Due to OPI Evaluation Due
July 31, 2006	LEA Plan of Action Due to OPI

General Application Information

Who do we contact at the Office of Public Instruction for assistance?

Peggy Azure, Specialist
Telephone: (406) 444-0466
Fax: (406) 444-1373
E-mail: pazure@mt.gov

When are the applications due?

Completed applications must be postmarked by **September 15, 2005** or be hand delivered to the OPI by 5:00 p.m. on September 15, 2005.

Applications should be sent by certified mail.

Submit an original of the application and three copies (total of four) to:

Peggy Azure, Specialist
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501

Can the applications be submitted electronically?

No. Original signatures are required on the application and electronic messaging may fail; thus, no electronic submissions can be accepted (e.g., NO facsimiles, e-mails, disks or flash drives).

Partnerships in Character Education Honor, Respect & Responsibility

Competitive Sub-Grants 2005-09 Program Specific Information

Local districts are applying to participate as a sub-grantee to the Partnerships in Character Education: Honor, Respect & Responsibility (HR2) grant funded by the U.S. Department of Education. The goals and objectives and all grant requirements are already approved by the U.S. Department of Education. In this application process, districts need only to outline their commitment to the goals, objectives and other requirement of the approved HR2 project **AND** outline their potential to achieve those goals. Districts are **NOT** required nor expected to develop new project goals and objectives under this application or frame a new character education model.

Goals and Purposes of ESEA Partnerships in Character Education

What is the purpose of ESEA Partnership in Character Education programs as stated by the U.S. Department of Education ?

Applicants applying for funds under the Partnership in Character Education program will design and implement a character education program that: (a) is able to be integrated into classroom instruction and is consistent with state academic content standards and (b) is able to be carried out in conjunction with other education reform efforts.

All proposals must address student academic achievement needs of the Prime Applicant District.

What is the history of the ESEA Partnership in Character Education in Montana?

Montana's first U.S. Department of Education grant funded through the ESEA Partnerships in Character Education was the Montana Character Education Partnership (MCEP). The partnership's design was to test implementation of a research-based character education model into five targeted elementary school districts with high populations of American Indian students. The goal was to address the educational needs of each community, as well as develop a working model other Montana schools could replicate. The MCEP achieved these goals. However, the greatest outcome achieved by the project was that MCEP built not only a character education model appropriate for local students, but **also designed an entire school reform model around the character values reflective of these communities**. We believe the model is highly duplicative, although the MCEP grant was not designed to take that "next step."

What is the goal of the Montana Honor, Respect & Responsibility Character Education competitive grant?

It is the goal of the Montana Honor, Respect & Responsibility (HR2) project to complete the "next step" by testing the MCEP school reform model in 10 high need districts in Montana. The competitive grants target grades K-8 in schools with high populations of American Indian students. Since the main focus of HR2 is on improving student academic achievement, the goal is to increase American Indian student success in Montana by building on what we have learned in the MCEP project to implement and evaluate a character education program that:

- 1) is bi-culturally relevant,
- 2) addresses the requirements of MCA 20-1-501: Indian Education for All Montanans,

- 3) can be integrated in classroom instruction,
- 4) is aligned to state standards, and
- 5) can be integrated into school reform efforts.

What is the specific focus for the Honor, Respect & Responsibility (HR2) project?

The over-arching goal of HR2 is to improve teaching and student learning in participating LEAs. All funds awarded by the U.S. Department of Education under the Partnerships in Character Education Program are focused on improving student academic achievement through the effective use of character education.

Eligible Applicant Districts

What are the grant eligibility requirements?

- All Local Education Agencies (LEAs) serving K-8 students are eligible to apply to participate in the Honor, Respect, & Responsibility (HR2) character education project.
- LEAs that participated in the Montana Character Education Project (MCEP) will receive priority points if they meet all other application requirements.
- LEAs enrolling high populations of American Indian students also will be eligible for priority points.
- The OPI may also consider the geographic distribution of the projects and LEA demographics in addition to the rank order of the application in selecting finalists.

Project Requirements

Are there specific grant eligibility requirements?

Yes. In addition to the requirements spelled out in the scoring rubric, applicants must meet the following requirements:

- Montana's Honor Respect & Responsibility (HR2) Project requires each LEA to submit a competitive proposal to the OPI which includes assurances that they will infuse the character education program into classroom instruction using the HR2 school reform model.
- Each project must agree to participate in all state-sponsored character education (CE) professional development activities which are designed to facilitate integration, maintain documentation of the integration and collect data documenting the implementation and effectiveness of the program. The LEA application proposals to the OPI will include a section outlining school planned activities and how they align to state standards and MCA 20-1-501: Indian Education for All.
- To be an eligible participant of Montana's HR2 Project, LEA proposals will state how their character education project activities support local school reform efforts outlined in their District's Five-Year Comprehensive Education Plan (5YCEP). The goal of the 5YCEP is to promote school reform activities developed around data driven decision-making. Implementation of any school initiative, including character education, must complement these efforts. LEA applications should outline how their 5YCEP will be revised annually to address data documenting academic achievement, school climate, student risk behaviors, accreditation, academic yearly progress, quality of teaching staff, parental involvement, participation in special education programs, retention of administration and staff, and student dropout rates, among other indicators.
- The application must state how each LEA intends to ensure participation of all sub-categories of students, including students with disabilities.
- The OPI will award sub-grants only to those projects that meet the criteria.
- The evaluator will document integration and program effectiveness annually. The LEAs will be eligible for continued funding over a four-year time period. However, funding will be dependent upon availability of federal funds and local grantee achievement toward the goals of the program (as documented by the internal and external evaluation and program specialist).

Applicants are encouraged to review the HR2 grant proposal funded by the U.S. Department of Education on the OPI Character Education Web page when preparing their application.

Bonus Points

The LEAs that participated in the Montana Character Education Project (MCEP) will receive priority bonus points if they meet all other application requirements. The LEAs enrolling high populations of American Indian students also will be eligible for priority bonus points. However, the OPI may also consider the geographic distribution of the projects and LEA demographics in addition to the rank order of the application in selecting finalists.

Partnerships

What are the Partnership requirements?

Character education is all about reinforcing the values of the community served by the local school system to improve student success. Therefore, it is essential that each application outline the community partnerships that they intend to build and explain the role of these partners in achieving the goals of the grant.

Each application submitted by a prime applicant (lead eligible applicant district) must, at a minimum, include four partners. The LEAs are strongly encouraged to outline the steps that the district will employ to assure quality participation of the partners in the project. Proposals must also indicate exactly “how” the LEA will ensure participation by all sub-group populations.

Successful grant recipient districts may enter into business relationships with other service provider partners, such as elders, to obtain services required for the successful completion of the grant objectives. The qualifications of such anticipated service providers should be outlined in the LEA application.

Funding

What is the source of the funds for the grants?

The Partnerships in Character Education grants are funded through Title V, Part D, Subpart 3 – State Grants of the Elementary and Secondary Act as amended by the No Child Left Behind (NCLB) Act of 2001.

How much funding is available for the grants?

Funding is approved at \$735,165 for Montana during the current grant year. Funds for the remaining three years of the grant have been slightly reduced each year making approximately \$2,900,000 available for all four years’ activities.

How many grants can be funded?

It is anticipated that approximately ten grants will be funded. Under this scenario, each LEA would receive an award of \$62,000 annually. Budget items and amounts will be negotiated with recipients. Some budget expenditures will be dictated by the parameters of the SEA grant.

What is the funding period for the HR2 Character Education program grants?

The Partnerships in Character Education grants are four-year grants. Each year of funding, however, is contingent upon the successful implementation of grant activities and upon availability of federal funds.

What is the Funding Timeline?

Grant funds for the first year of funding are available July 1, 2005.

Approved Use of Funds

Must the LEA grant recipient use a portion of its funds to support specific types of activities?

Yes.

- Each LEA grant recipient must designate \$1,500 each year for the external contracted evaluator.
- LEAs must participate in state designated professional development activities.
- Each LEA will hire a Character Education coordinator and establish a character education room.
- Each LEA will establish a Parents' Center.

Applicants are also strongly encouraged to preview the state funded grant proposal on the OPI Web page at <http://www.opi.state.mt.us/characterEd/Index.html> for additional information.

Note: An indirect rate may only be assessed by the prime applicant district. (Districts must have applied for, and received the OPI approved indirect rate in order to build it into their budgets. For information on indirect rates, contact Jim Oberembt at the OPI (406) 444-1257.

What other activities might a grant recipient support with Character Education funds?

In implementing activities to achieve the grant objectives, a recipient of Character Education funds may support activities such as:

- Promoting active involvement of elders in the school,
- Establishing parental advocacy programs,
- Establishing a family resource/referral center,
- Promoting programs such as Grandparents in the Hall or Work to School programs,
- Promoting partnerships,
- Promoting programs designed to increase life skills,
- Promoting academic support programs,
- Establishing methods to infuse relevancy into the curriculum,
- Preparing teacher/leaders to assist other teachers and staff members,
- Providing training stipends (limited),
- Adapting or expanding strategies to enable teachers to increase student academic achievement through teaching practices that are based on the review of relevant research and through use of innovative strategies developed under the MCEP grant,
- Implementing proven and effective courses and curricula that are designed to help students reach challenging academic standards,
- Promoting parental involvement and foster communication among students, parents, and teachers about curricula, assignments, and assessments, and
- Enhancing existing reforms to improve student achievement.

Applicants are also strongly encouraged to preview the state funded grant proposal on the OPI Web page at <http://www.opi.state.mt.us/characterEd/Index.html> for additional information.

Minimum Grant Score

Grants recommended for funding must score 70 percent or greater in the competition. Grants accepted for funding may require program and budget revisions before final approval and funding is approved.

Award Criteria

What are the criteria upon which a LEA proposal application will be evaluated?

Well written and well documented grant proposals of course receive maximum points. However, the Honor Respect & Responsibility state grant was funded to test a reform model which the OPI hypothesizes will increase Indian student achievement. The focus of the award proposals in general should, therefore, address the following criteria:

- Demonstrated need for the project,
- LEA potential and commitment to significantly increase student success,
- LEA commitment to development of quality community partnerships,
- LEA commitment to the Honor, Respect & Responsibility school reform model,
- LEA potential and commitment to sustainability of proposed activities.

Relevant Research

What are the requirements for the use of “relevant research” in the application process and operation of grant programs?

Review criteria will focus upon:

- Clear identification of relevant research (teaching strategies, professional development strategies, etc.),
- What the research indicates about the potential impact and effectiveness of the strategies, and
- The relationship between the researched strategies and the desired outcomes.

Professional Development

What are the requirements for professional development?

Professional development provided through character education funds is required to be ongoing, sustained, intensive, job embedded, and of high quality.

NOTE: It is required that the LEA participate in all professional development activities outlined in the state Honor, Respect & Responsibility grant award and implement that training throughout the project grade levels.

Application Format

What are the format requirements of the Honor Respect & Responsibility (HR2) Partnerships in Character Education sub-grants?

Applications may not exceed the total page limit of 15 pages, and must

- ☐ use one inch or larger margins,
- ☐ use Times New Roman, 12-point type,
- ☐ be double spaced,
- ☐ include signed and dated application cover page,
- ☐ include application abstract, and
- ☐ address the absolute priority.

Applications that do not meet format requirements will not be read nor rated.

The following items **DO NOT** count against the page length requirement:

- ☐ Grant Application Cover page/Signature Page (see below),

- ☐ Absolute priority page,
- ☐ Abstract page,
- ☐ Title page, if included,
- ☐ Documentation of the Quality of Key Personnel for the Internal Evaluation, if included.

Application Elements

What are the required elements of the application?

Local districts are applying to participate as a LEA partner in the Partnerships in Character Education: Honor, Respect & Responsibility (HR2) grant funded by the U.S. Department of Education. The goals and objectives and all grant requirements are already approved by the U.S. Department of Education. In this application process, districts need only to outline their **commitment** to the goals, objectives and other requirements of the approved HR2 project AND outline their **potential** to achieve those goals. Districts are NOT required nor expected to develop new project goals and objectives under this application.

Cover Page/ Signature Page

Complete the cover page/signature page (see enclosed) including signatures from the Authorized Representative of the school district, the chairperson of the local school board and signatures of four proposal school district partners (does not count against page length requirement). Include the cover page/signature page as the first page of the proposal package.

Abstract – 1 page limit (does not count against the 15 page limit)

Briefly summarize your application. This page will be placed on the OPI web page if your application is approved for funding under the OPI Character Education HR2 project.

Absolute Priority – 1 page limit (does not count against the 15 page limit)

The U.S. Department of Education included an absolute priority in their grant application packet which the OPI addressed in HR2. The priority states:

ABSOLUTE PRIORITY

To design and implement a character education program that: 1) can be integrated into classroom instruction and be consistent with State academic content standards, and 2) can be carried out in conjunction with other educational reform efforts.

Districts should summarize their commitment to this priority in this section of the application.

Narrative – 15 page limit

- The Honor Respect & Responsibility state grant was funded to test a reform model which the OPI hypothesizes will increase Indian student achievement. The focus of the sub-grant proposals should, therefore, address the following criteria:
 - Demonstrated need for the project,
 - LEA potential and commitment to significantly increase student success,
 - LEA commitment to development of quality community partnerships,
 - LEA commitment to the Honor, Respect & Responsibility school reform model, and
 - LEA potential and commitment to sustainability of proposed activities.

- **Goals and Objectives**

- 1) The **Goals and Objectives** for the ESEA Title V, Part D: Partnerships in Character Education

competitive program are aligned with the federal No Child Left Behind legislation through the Office of Public Instruction's Character Education proposal. The scope and focus of the sub-grants has already therefore been designed. Applicants must address their commitment to the outlined goals and detail their potential to meet the grant goals and objectives.

- 2) Applicants may add an additional measurable objective if it is determined that local needs cannot be met within the structure of the given HR2 format. Additional objectives must be consistent with the purposes of the HR2 program.
- 3) Reminder: infusion of the HR2 project is relevant to the student academic achievement needs of the prime applicant district. Reading and mathematics are the main focus of the NCLB legislation as well as the district Five-Year Comprehensive Education Plans.
- 4) See page 21 for a summary listing of the OPI HR2 goals and objectives or access the HR2 grant online at <http://www.opi.state.mt.us/characterEd/Goals.html>

- **Evaluation Plan – Internal and External**

Data collection must be provided to allow for the analysis of progress toward improved student academic achievement, increased teacher skills, and other variables as appropriate to the grant and related school improvement programs. Focus upon how this data will assist the district in meeting students' needs. Applicants are also strongly encouraged to outline how this data will be used to revise their school improvement plan, focusing on:

- Integration of the CE model into curriculum and instruction,
- Increasing teacher skills to maximize student learning,
- Increasing the ability of students to meet challenging state standards,
- Integrating the HR2 school reform model into the district's 5YCEP,
- Providing high quality, long-term, sustained, job embedded professional development,
- Improving student academic achievement, and
- Facilitating the replication of the grant strategies in other locations.

The sub-grantee budget must allocate \$1,500 annually for the external evaluator named by the state, as that evaluation document must be submitted to the U.S. Department of Education with the state's annual report. This is the only evaluation the sub-grantees are required to budget. The outside evaluator will work with the local internal evaluator and the local Community Partnership Council (CPC), as well as collect data for the statewide evaluation of the HR2 program.

Allocate the grant budget to include the costs of Internal Evaluation **only** if appropriate to the scope of the task. Internal evaluation may be completed completely within the scope of work of a district employee. Internal evaluation is intended to be both formative and summative in nature. Describe how the evaluation information from both sources will guide the ongoing development of the grant operation. An internal evaluation report is required to be submitted to the OPI by June 30, 2006, covering the first year of the grant operation.

- **Budget**


What information must be included in the Budget Justification?

The budget justification must align closely with the budget approved by the U.S. Department of Education for sub-grantees. It should be noted that this budget, however, leaves significant room for individual school needs. The budget should clearly delineate the costs associated with implementing the proposed strategies, required meetings and evaluation costs.

Review the HR2 grant proposal and application evaluation rubric on page 18 of this packet for details.

Partnerships in Character Education: Honor, Respect & Responsibility Award Recipient Meeting

Districts awarded a Partnership in Character Education: HR2 grant are required to attend all grant award recipient meetings. At a minimum, one representative from each of the grant partners is required to attend (funded by the recipient's grant funds). The meetings will cover the basics of implementing the grant budget and strategies, the expectations for evaluation and data collection, and will provide the opportunity for the recipients to meet with the outside project evaluator, as well as exchange ideas and strategies with other projects. The dates of these meetings will be determined after the grants are awarded. It is anticipated that projects will meet quarterly for these technical assistance activities.

 <p>Linda McCulloch, Superintendent Montana Office of Public Instruction PO Box 202501 Helena, Montana 59620-2501 Toll Free: 1-888-231-9393, Local: 406-444-3095 www.opi.state.mt.us</p>	<p style="text-align: center;">Cover Page Partnership in Character Education ESEA Title V, Part D No Child Left Behind Act Competitive Fund Application 2005-2009</p>						
<p>Due Date Postmarked by: September 15, 2005 Send by certified mail.</p> <p>Return an original of the application and three copies (total of four) to:</p> <p style="text-align: right;">Peggy Azure, Specialist Office of Public Instruction PO Box 202501 Helena, MT 59620-2501</p>	<table border="1" style="width: 100%;"> <tr> <th style="text-align: center;">OPI USE</th> </tr> <tr> <td>District Name _____</td> </tr> <tr> <td>County Name _____ LE _____</td> </tr> <tr> <td>Page Length _____ Postmark _____</td> </tr> <tr> <td>Format Requirements _____</td> </tr> </table>		OPI USE	District Name _____	County Name _____ LE _____	Page Length _____ Postmark _____	Format Requirements _____
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<p>Program Goal</p> <p>The over-arching goal of the Honor, Respect & Responsibility (HR2) character education project is to improve teaching and student learning in participating LEAs. ALL funds awarded by the U.S. Department of Education under the Partnerships in Character Education Program are focused on improving student academic achievement through the effective use of character education. HR2 will test a reform model built under the OPI's previous character education project. It targets elementary schools with significant populations of American Indian students.</p>							
<p>Signature Information</p> <p>The Board of Trustees submitted a Common Assurances form to the Office of Public Instruction for the 2002-03 school year and no circumstances affecting the validity of the assurances have changed since its submittal. Further, the Board of Trustees has certified that the Common Assurances for Federal Programs and Specific Program Assurances for those programs in which this district/agency participates are accepted as the basic conditions for local participation and assistance in the operation of projects under this title.</p>							
Prime Applicant District _____ Signature of Authorized Representative _____	<table border="1" style="width: 100%;"> <tr> <th style="text-align: center;">OPI USE</th> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	OPI USE	<input type="checkbox"/>				
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Recommended Resources

Berkowitz, M.W. and M.C. Bier. 2004. Research-Based Character Education. *The Annals of the American Academy*, 591:72-85.

Brendtro, Larry and Martin Brokenleg. 1990. *Reclaiming Youth at Risk*. Bloomington, IN: National Educational Service.

Demmert, W. G. 2001. *Improving academic performance among Native American students*. A review of the research literature. Retrieved from ERIC clearinghouse on Rural Education and Small Schools.
<http://www.ed.gov/BASISdb?EROD/eric/SF>

OPI Character Education Web Site

Honor, Respect & Responsibility (HR2) Project, <http://www.opi.state.mt.us/characterEd/Index.html>

Character Education Partnership Web Site

Eleven Principles of Character Education, <http://www.character.org/principles/>

Ruby Payne's Web Site

Framework for Understanding Poverty, <http://ahaprocess.com/>

OPI Indian Education Web Site

Indian Education for All, <http://www.opi.state.mt.us/IndianEd/Index.html>

MCA 20-1-501

References to Indian Education in Accreditation, program and content Standards

OPI Learn and Serve Montana Web Site

Learn and Serve Montana, <http://www.opi.state.mt.us/LearnServe/index.html>

OPI MBI Web Site

Montana Behavior Initiative, <http://www.opi.state.mt.us/MBI/index.html>

OPI Gear Up Web Site

Montana Gear Up, <http://www.opi.state.mt.us/GearUp/Index.html>

OPI Reading First Web Site

Montana - Reading First Program <http://www.opi.state.mt.us/ReadingFirst/index.html>

OPI Reading Web Site

Montana America Reads, [http:// www.opi.state.mt.us/AmReads/index.html](http://www.opi.state.mt.us/AmReads/index.html)

OPI 21st Century Learning Centers Web Site

21st Century Community Learning Centers, <http://www.opi.state.mt.us/21Cent/index.html>

Partnerships in Character Education

Competitive Sub-Grants 2005-09

Prospective Character Education Partnership Proposal Reader Instructions

Reading and scoring grant proposals is an excellent professional development activity for individuals interested in improving their local LEA proposals and/or who plan on competing for grant funds in the future. Readers experience working in teams to review applications submitted by Montana school districts.

The review process begins with training in the grant program, rating criteria, and an inter-rater reliability activity, followed by one and one-half days of actual proposal reviews (amount of time depends upon the number of applications to be reviewed). To ensure reliability in scoring, it is imperative that all reviewers participate in the complete review session that will take place in Helena on September 21-22, 2005.

The Office of Public Instruction will reimburse participants at state rates for mileage, meals and accommodations while in attendance.

Many prospective readers are associated with one or more of the partners applying for funds. While this **WILL NOT** disqualify the prospective reader from participating in the grant reading process, be assured that the reader will not be assigned to read any proposal associated with any grants that might be seen as a conflict of interest and thus create a problem with impartiality.

To avoid any conflicts of interests, on the nomination form please indicate any school, district or partnership for which you or your district:

- Have assisted in the preparation of a grant proposal,
- Have supported local efforts to obtain a character education partnership grant proposal,
or
- May participate in any way in proposed grant activities.

Partnerships in Character Education

Competitive Sub-Grants 2005-09

**Prospective Character Education Partnership Proposal
Reader Nomination Form
(One form per person)**

September 21-22, 2005

Montana Office of Public Instruction
1300 11th Avenue, Helena, Montana

Name (Please Print)

Organization

Address

City

State

ZIP Code

Telephone

Fax

E-mail Address

Please refer to the information on the previous page and respond to the following statements:

1. ☐ In this competition, I, or my school district
 - have assisted in the preparation of a proposal
 - will participate in some way in proposed grant activities or
 - have otherwise supported in the efforts to obtain grant funding for the following school districts:
_____.
2. ☐ I have no connection with any proposals.
3. ☐ I would like to participate as a Character Education grant application reader.
I understand I must be present both days in their entirety.

PLEASE RETURN THIS FORM BY SEPTEMBER 9, 2005 (earlier if possible) TO:

**Peggy Azure
Accreditation Division
Montana Office of Public Instruction
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Item	0	1	2	3	4	5
Absolute Priority – 5 points possible	Did not address	Addressed only 1 component	Minimally addressed both components	Adequate response with little detail	Good response to the priority with some detail	Exceptional response, and provided details
Narrative: 5 points each possible Need	Did not state a clear need	Need is minimally supported	Need was adequately supported	Need is well defined	Need is well defined and supported by data or research	Need is exceptionally defined and supported by data and research
Potential for implementation to increasing student success	No response	Proposal is not clear on how the project will likely improve student academic achievement	Improvement of student academic achievement may result	Response indicates improvement of academic success will very likely result with project implementation	Response indicates a good likelihood for improved student success	Response indicates excellent likelihood for improved student success and cites relevant strategies
Commitment to implementation to achieve student success	No response	Response indicates unlikely chance to increase student success	Response indicates moderate likelihood of increasing student success	Response indicates average likelihood for improved student success	Response indicates good likelihood for improved student success	Response indicates excellent likelihood for improved student success
Commitment to building partnerships to implement goals	No response	Response provided but no potential partners are identified	Response provided but partners are not listed and their role is vague	0-3 Partners listed and role is somewhat defined	At least 4 partners are listed and role is clear and well defined	More than 4 partners are listed; role is well defined and action centered
Commitment to implementation of the HR2 Reform model	No response	Commitment is minimally supported	Commitment is adequately supported	Commitment is well defined	Commitment is well defined and supported by data/evidence	Commitment is exceptionally well defined and supported by strategies
Strategies to support the goals of the project	No response	1 -2 two strategies provided	3 or more strategies provided but no support for their effectiveness	3 or more strategies provided with minimal support for effectiveness	3 or more strategies provided with good support of effectiveness	4 or more strategies provided with strong support of effectiveness
Evaluation - internal	No response	No plan for evaluation beyond baseline data collection	Proposes little beyond collecting baseline data	Plan is well defined and indicates a few potential uses of data collected	Plan is well defined and uses data findings to plan classroom activities	Plan is well defined, data is analyzed annually; findings are used to revise activities and modify the 5YCEP
Budget Justification	No response	Budget items are not connected to the project strategies	Budget items vaguely connect to the project strategies	Budget items support project strategies	Budget items clearly support project strategies and are reasonable and sufficient to achieve the project goals	Budget items clearly support project strategies and are reasonable. At least one partner also brings financial support to the project goals.
Totals						

Part I Total Score _____ (45 possible) x 2 _____

Part II

Sub-Grantee Requirements

Requirement	0 no response	1 agree	2 strong commitment	3 commitment plus plan	Page
Applicant agrees to participate in all state-sponsored PD activities					
Applicant agrees to implement HR2 Indian Education for All Montanans Curriculum					
Application states the relationship of Character Education activities to local school reform and the District 5YCEP					
Commitment of school leadership is outlined					
Applicant agrees to creation of a character education room consistent with the grant guidelines					
Applicant agrees to form a Community Partnership Council with at least four participating partners					
Establish a Parents' Center consistent with the grant guidelines					
Application shows how the district intends to ensure participation of all students					
District commits to sending a local team to MBI training					
Applicant agrees to implement the HR2 school reform model consistent with the state grant guidelines					

Part II: Total Points _____(30 possible)

Final Score Sheet:

Applicant Name _____

Reader _____

Date _____

Final Score _____

Additional Comments:

	Possible Score	Score	%
Part I	90		
Part II	30		
Priority points:			
MCEP	10		
High AI population	10		
Demographic	10		
TOTAL	150		

Honor, Respect & Responsibility

HR2

Project Goals and Objectives Summary

(refer to the HR2 grant on the OPI Web page to preview grant activities aligned to these goals and objectives)

Goal: To create respectful family, school and community environments that enable all students to develop the bi-cultural qualities of character required to attain academic success and the skills required to be successful students, citizens, and productive members of their community.

Objective: In year one, LEAs will participate in planning strategies in partnership with their CPC that promote implementation of a character education program (HR2) that aligns with state standards, is bi-culturally focused, is infused into existing school reform efforts, and will be integrated into existing classroom curriculum.

Objective: LEAs will implement HR2 bi-cultural character education program strategies in partnership with their Community Partnership Council.

Objective: In year 4, HR2 LEAs will continue HR2 activities, but also collect post-test data for the independent evaluator who will analyze the overall effectiveness of HR2 goals and activities, identifying best practices and “what works” in increasing student success.

Goal: Character education focused on bi-cultural competency will 1) improve school climate 2) increase student academic achievement and 3) increase school satisfaction of students, including students with disabilities, parents, school personnel and community.

Objective: The evaluator will analyze the impact of Montana’s HR2 bi-cultural character education program on student academic achievement, annually.

Objective: The final evaluation report will use data collected over the four years of the HR2 character education project to demonstrate its effect on increasing student success.

Objective: The evaluator will analyze the impact of Montana’s HR2 bi-cultural competency character education program strategies as adding to the body of research on “what works” in Indian education.